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ABSTRACT

This book presents 24 essays, written by scholars in the humanities and social sciences, that offer cultural and poststructural appraisals of race. The essays illustrate the range, scope, diversity, appeal, and power of work currently underway in the field. They attempt to intervene in the increasingly acrimonious debate over racial inequality and educational reform. Essays and their authors are as follows: "On the Theoretical Concept of Race" (Michael Omi and Howard Winant); "The New Cultural Politics of Difference" (Cornel West); "Constructing the 'Other': Rightist Reconstructions of Common Sense" (Michael W. Apple); "Traveling To Teach: Postcolonial Critics in the American Academy" (Ali Behdad); "Racism, Sexism, and Nation Building in Canada" (Roxana Ng); "Notes on Understanding Curriculum as a Racial Text" (William F. Pinar); "White is a Color! White Defensiveness, Postmodernism, and Anti-Racist Pedagogy" (Leslie G. Roman); "Cultural Studies and/in New Worlds" (Lawrence Grossberg); "Racialization and Children" (Richard Hatcher and Barry Troyna); "Children and the Grammar of Popular Racism" (Fazal Rizvi); "Negotiating Work, Identity, and Desire: The Adolescent Dilemmas of Working-Class Girls of French and Algerian Descent in a Vocational High School" (Catherine Raissiguier); "How White Teachers Construct Race" (Christine E. Sleeter); "Technologies of Marginality: Strategies of Stardom and Displacement in Adolescent Life" (Glenn M. Hudak); "Slips that Show and Tell: Fashioning Multiculture as a Problem of Representation" (Deborah P. Britzman; And Others); "I Pledge Allegiance: The Politics of Reading and Using Educational Films" (Elizabeth Ellsworth); "Toni Morrison Teaching the Interminable" (Susan Huddleston Edgerton); "Encoding White Resentment: 'Grand Canyon'--A Narrative for Our Times" (Hazel V. Carby); "Multiculturalism and Oppositionality" (Michele Wallace); "Black Studies, Cultural Studies: Performative Acts" (Manthia Diawara); "Opposition and the Education of Chicana/os" (Laura Elisa Perez); "Decolonization and the Curriculum of English" (Patrick McGee); "After the Canon: Knowledge and Ideological Representation in the Multicultural Discourse on Curriculum Reform" (Cameron McCarthy); and "The Politics of Knowledge" (Edward Said). References follow essays. Contains an index. (GLR)